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ABSTRACT

Since its inception in 1959, the University Council for Educational Administration (UCEA) has helped to unite theory and practice, integrate relevant work from other disciplines, and improve training programs for educational administrators. UCEA can make significant contributions in the 1980's both by attacking substantive problems and by enlarging the profession's intellectual resources. In the latter category, historical perspectives can be applied to interpreting present problems. For example, the responses of public education to recessions of the past may be informative. Current ethical issues on which UCEA can focus inquiry include children's rights and the state's interest in education. UCEA can also enlist the findings of other disciplines to the study of leadership development. Finally, UCEA can draw upon research on human communications to replace the reliance of many administrators' reports on public relations conventions. Specific issues UCEA can address include helping public education adjust to reduced enrollments and decreased funding, by assembling examples of successful volunteer efforts and by helping practitioners develop effective low cost programs. Secondly, UCEA can help administrators constructively use public educational concerns aroused by special interest groups, guiding, for example, the decisions of schools responding to the present demand for upgraded science and mathematics offerings. (MJL)

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A UCEA OCCASIONAL PAPER

THE TASKS OF UCEA FOR THE '80's

Ralph W. Tyler

#8302

EA 016 345

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Ralph W. Tyler

Paper presented at a UCEA Conference on Educational Leadership in honor of Jack Culbertson, University of Texas at Austin, May 1982.

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Professions develop as a response to the demand for certain human services. In the early stage of this development, the practitioners, somewhat isolated from each other, learn by trial and error to meet the demand. As time goes on, some of these practitioners get together informally and assemble from their individual experiences a body of practices that they have found to be effective in particular situations, and they formulate rules and caveats that appear to them to be useful in guiding these practices. Somewhat later in this development, one or more formal organizations of practitioners are formed to provide opportunity for discussing individual experiences and for formulating generalizations about practice that encompass the variety of the experiences of its members. The need for training persons for professional duties is first met by apprenticeships, and later by seeking to involve universities in the training tasks.

In America, the first response of universities has commonly been to find an experienced practitioner, who is highly regarded by his or her peers, and to place upon this person the responsibility of organizing and conducting training programs. Typically, these training programs have been almost entirely based on the collective experiences of present practitioners.

It was at this point that Abraham Flexner's critical analysis in 1912 of medical education brought to public attention the view that the practice of physicians could greatly benefit by bringing the university departments of biology and chemistry into contact with medical problems and procedures. The research of biologists and chemists could shed light on problems of disease and other pathological conditions of the human body. Since 1912, in America, almost all medical schools are located in universities where the knowledge developed by relevant academic disciplines can help to illuminate medical problems and practices to the mutual benefit of both. Biologists are not expected to solve medical problems, nor to design the practices and training programs of physicians, but they can furnish a systematic basis for understanding pathological conditions and suggest problem-solving procedures to guide medical personnel in attacking medical problems and in devising and testing practices and training programs.

Moving from the review of the development of the medical profession, one can see a somewhat analogous development of the profession of educational administration. In its early stage, the individual experiences of educational administrators were assembled. In the United States, the Department of Superintendence of the National Education Association was the first effort at the national level to form an organization of practitioners to furnish opportunity

for discussing individual experiences and for formulating generalizations about practice that encompassed the variety of experiences of its members. These administrators in the early days of the organization did not receive special training at universities but usually came up through the ranks, and, in effect, received apprentice-type training.

By 1910, not only the national organization of administrators but also many state organizations began to urge universities to establish training programs, and, as in the case of medicine, the universities usually responded by selecting an administrator, a practitioner, to develop and guide programs. Also, as an early step, universities organized councils or other practitioner groups to work with the university program in educational administration to collect and document successful practices and to develop a body of "best practices" to serve as guides and caveats in their work.

At the end of World War II, many educational leaders recognized the need for going beyond the experiences and interpretations of successful educational administrators to gain the various perspectives on problems and practices that might be formed in a number of relevant university disciplines. These disciplines might also suggest how administrators could use procedures for identifying problems, for attacking them, for appraising progress, and for guiding continuous efforts to improve practice. The W.K. Kellogg Foundation had, at that time, twenty years of experience in stimulating the establishment of university centers to assist in the development of the professions of public health and of hospital administration. This foundation quickly perceived the analogy with educational administration. It furnished initial support for establishing university centers to assist in the next stage of development of the profession of educational administration.

As more and more universities responded to the demand for assistance in helping to develop the profession, the university professors of educational administration recognized the need for a forum to exchange and discuss their progress and problems and to provide a critical mass for cooperative attacks on problems and a larger base for constructive endeavors of various kinds. With this prospect in mind, UCEA was founded in 1959. It is now twenty-three years old. What has it achieved?

First, it has helped to bring theory and practice together in the development of educational administration. In most, if not all, professional fields a constructive relationship between theory and practice is not easy to maintain. Practitioners often expect theory to provide answers to specific problems of practice rather than concepts and principles to guide them in working out answers. When they expect theory to furnish answers to specific questions, they become disillusioned about the value of theory and cease to give attention or support.

On the other hand, university professors are often attracted to "Ivory Tower" work that seems to have great prestige in academic circles. Furthermore, conducting "basic research" does not involve

the inconvenience of working in the field. When professors of educational administration are isolated from the practitioners, theory and practice are not well-connected.

There is another hazard for the university professors who spend much time in the field. They may try to respond to the demand for answers by attempting to give answers rather than maintaining their role as helping administrators use concepts, principles, and problem-solving procedures to work out their own answers.

UCEA has been an important means to bring professors and practitioners together on projects and activities in which theory and practice are appropriately related. Through these activities, educational administrators are realizing that general concepts and principles help them in understanding the complex phenomena of modern schools and colleges, both in their structures and functioning. They are also learning that the particular situation of a particular school requires a study of that situation in order to see how it is actually operating and what is going on there, and to identify its particular problems. I believe that an increasing number of practitioners are conducting continuing local inquiries to assess their situations and identify problems, and are using appropriate problem-solving procedures to work out solutions to their particular problems.

Second, UCEA has been very helpful in disseminating the efforts of the professors in bringing the perspectives of various university disciplines to bear on the work of the education administrator. UCEA has helped to spread these new insights so that they have become part of the accepted body of professional theory. For example, social psychology has helped to illuminate what is involved in building an administrative team. Sociology and political science have furnished ways of understanding organization behavior. Economics has provided a view of education as an investment in human capital formation.

Third, UCEA has contributed significantly to the improvement of training programs for educational administrators. The National Commission on Teacher Education some forty years ago sponsored teacher education programs in which school systems and universities worked together in planning the programs that were conducted jointly in the schools and in the universities. Our own Larry Haskew was the original director of the Atlanta Area Teacher Training Center, which clearly demonstrated the effectiveness of such a joint program. UCEA has furnished opportunities for the development of joint programs in the education of administrators.

UCEA has been able to accomplish such results through conducting forums on research and program development, research institutes, program development workshops, career development seminars, and partnership conferences. UCEA has also provided opportunities for its members to work in depth on cooperative research investigations and program development.

Has UCEA exerted leadership for educational administration? Strictly speaking, being a leader is a characteristic of individuals. Because UCEA has aided individual professors to gain the competence and confidence required for leadership, and because leaders have found in UCEA a means by which their coolective views can be heard, it is safe to say that UCEA, guided in these years by Jack Culbertson, has earned a position of leadership that is widely recognized and respected by educational administrators as well as by professors of educational administration. We do we do well to pay tribute to Jack for his significant role in helping the profession of educational administration to become increasingly effective.

But, even as we recognize the impressive accomplishments of UCEA and its members in the 1970's, we need to examine the current conditions and identify important tasks for the next decade. I want to suggest what seem to me to be several important tasks for the '80's in which UCEA and its members can make significant contributions.

The first is to give more attention in obtainind and interpreting the perspectives of history in understanding educational problems and progress. At the moment, many education administrators are on the defensive about the accomplishments of their schools. They would be aided by understanding the historical progress made by American schools in seeking to attain the goal of universal literacy. In 1776, it is estimated that 15 percent of American adults were literate. In 1918, when two million young men were drafted for service in the First World War, 35 percent of the 18-year-olds were literate; by World War, II, 55 percent; and the last assessment of reading done by the National Assessment of Education Progress indicated that 82 percent of 17-year-old were literate. The hisorical perspective also reveals the changes in schooling associated with economic waves. In periods of affluence, especially in times of rapid growth in enrollments, most school administrators focus their efforts on building buildings, recruiting and employing new teachers, and seeking more money for the school budget. The problems of improving the quality of schooling are largely neglected. In periods of economic recession, schools have had to reexamine their programs, identify serious problems, and establish priorities for the use of scarce resources. It appears that when additional money is no longer to be had, educators can give their primary attention to improving education rather than pursuing funds. Administrators may find this perspective useful in giving them a rationale for seizing the opportunities provided by austerity to focus serious efforts on improving the quality of schooling.

Administrators may also find history's perspective helpful in responding to the pressures for minimum competency and greater concentration on occupational competency. A review of the discussions of social and political leaders in the Nineteenth Century in shaping the nature of the American public schools revealed that three themes were emphasized. One, public schools were to be the essential means of developing citizens who could be entrusted to preserve our democratic society, citizens dedicated to the general welfare and guided by informed intelligence; two, schools had the responsibility

of helping develop civilized people, drawing upon scholarship to broaden their horizons far beyond their limited experiences in the local communities, people who were finding meaning to life not appreciated by the ignorant who remained engrossed in the gratification of their beastly appetites; three, schools should provide opportunities for young people with ambition and determination to develop their talents to serve society at a higher level than the station in which they were born. These purposes are not to be easily dismissed as unattainable for many children. The American schools have, over the years, been able to help an increasing proportion of their students to make progress in these directions. Contemporary educators may find this perspective one to stimulate dialogue with their publics about the basic purposes of the public schools.

These are a few illustrations to suggest that greater attention to the perspectives of educational history will help in the development of the profession of educational administrators.

A second task is to focus more research and professional inquiry on issues of ethics relating to the school administrator. Medicine and law are recognizing that the recent rapid changes in society create conditions in which the ethical codes of the past are not wholly adequate. In both of these professions there has been a large increase in research, deliberation, and discussion of ethical issues. Our democratic political and social philosophy makes ethical issues more complex than in elitist or totalitarian society. What are the ethical implications of the American commitment to the rights of children, the responsibilities and powers of parents, and the interest of the state in schooling? Pressure groups have stimulated the enactment of legislation, some of which may not be consistent with the ethical principles that should guide educational administration. These issues are not easy to resolve, but the universities have resources that can help in the research and deliberation that is necessary. I believe that UCEA and its members have a responsibility to stimulate, guide, and participate in inquiries dealing with ethical issues in schooling.

A third task is to bring a wider variety of disciplines to bear in understanding more fully the characteristics of leaders and their development. To the extent that a leader has personality characteristics that are different from other personalities, the individual personality and its development in leaders need to be understood. Many, perhaps most, persons depend upon the group to establish desirable patterns of behavior, and to define concretely what is right and what is wrong. Some persons, on the other hand, develop a firm view of what he or she should be that transcend the norms of the group. Such persons have a certain inner-directedness, confidence in their perception of what is right, and courage to act in accordance with their conscience. Effective leaders appear to have this kind of personality. They do not depend on opinion polls to find out what actions they should take, and they are able to articulate the grounds on which their actions are taken. I believe that we can be helped in understanding the development of educational leaders by bringing to bear on this problem the insights and

perspectives of biography, personality psychology, psychiatry, and social anthropooogy. If we can help to develop such leaders to serve as educational administrators, schools can thereby be improved.

A fourth task is to draw more heavily upon research on human communications to replace the dependence of many administrators upon public relations rules and examples as guides to their reports. A basic yet fallacious rule of public relations is to report only the positive features of the product one is selling and to create an "image," an illusion of excellence, for that product. It is quickly apparent, when one interviews intelligent citizens, that they do not believe the assertions made in these glossy, cosmetically-refined reports. They know that schools have problems, and when reports mention only successes, they know that they are not being given a full picture. Hence, they discount or distrust all such reports from the administration.

Furthermore, the public schools are not owned by the administration. They are established by the state as a human service. The citizens have a right to be helped to understand the purposes, the goals, the progress, the problems, and the steps being taken to attack the problems of the schools. Among the generalizations from communication research that might be helpful to the school administration are those regarding the source of public attitudes. When a person has experience with a phenomenon, his or her attitudes toward this phenomenon are largely his or her interpretation of this direct experience. When one has had no direct experience, his or her attitudes are strongly influenced by what others report, especially the positions taken by the persons believed to be knowledgeable and by the mass media -- newspapers and magazines, radio, and television. These generalizations help to explain the recent Gallup Polls on education. When the respondents were asked how they would grade the American schools, the majority graded them less than C, but when asked to grade their own school, a majority gave grades nearer to a B.

I have asked a number of persons that I come in contact with -- such as cab drivers, air line employees, salespeople, -- the same questions and almost always found their ratings of their own schools higher than the ratings assigned to American schools generally. When I asked each person why there was this difference in rating, he or she would reply, "I know my own school is pretty good, but from what I see on TV and read in the newspapers, schools elsewhere have gone to pieces."

Since schools in the United States are generally perceived as the places where the local children get their education, and a large degree of control rests in local hands, it is essential that the local citizens, especially parents, be fully informed and involved in making the schools effective. The concerned public should develop understanding based on reality rather than be expected to gain its perceptions from a manipulated effort at image-building. This is only one illustration of concepts and principles of communications research that might help to illuminate

the practices and problems of communication in the profession of educational administration. Constructive and realistic communications, both face-to-face and those through other media, can help greatly in gaining public support and confidence, particularly if parents and other citizens are participating actively in the work of the school in their own community.

These four tasks are all focused on enlarging and deepening the intellectual resources on which UCEA and its members can draw. Let me turn now to some suggestions about substantive problems likely to face school administrators and the role of university centers and UCEA in attacking these problems. One problem already obvious and confronting most school systems is that of adjusting to reduced enrollments and decreased financial resources. The common tendency for administrators is to consider the protection of staff as the primary problem. This is to overlook the reason for the existence of schools -- namely, to provide educational services for society and for the benefit of children and youth. UCEA and its members can assemble historical examples of the constructive steps taken by schools to develop plans that helped to improve their educational effectiveness. Other disciplines such as economics, business administration, and public administration can provide concepts and principles that could guide a local school staff and the patrons in establishing priorities, that is, in identifying the essential educational objectives which that school should strive to attain. History, as well as business and public administration, may suggest procedures for canvassing the community to identify resources within and without the school that can contribute constructively to these essential purposes. In the early 1900's, many large cities were confronted with greatly increased numbers of children from the homes of recent immigrants and sharp reductions in the appropriations for the schools. In Chicago, for example, Jane Addams persuaded persons of good will to contribute funds to build Hull House, where university students and other caring adults worked with the children of immigrants in the afternoons and evenings, and often at breakfast. These adult volunteers tutored, counseled, and served as role models and mentors. These resources proved to be more effective than added funds could probably have provided.

In the great depression, the community school programs developed first in Appalachia furnished constructive learning experiences for both children and youth without requiring special funds for support. The National Commission on Resources for Youth has in its files literally thousand of cases of programs of youth participation in which young people take responsible action in furnishing services for others. The schools sponsor these programs and help through seminars and other ways for students to reflect upon and seek to understand their experiences, thus making them an important means of learning what schools try to teach. Interested volunteers and agencies like museums, libraries, and youth clubs furnish supervision and guidance to supplement and expand the resources of the school.

The university professors can help to suggest and work with practitioners in developing feasible ways of designing new programs, trying them out, making coninuing appraisals, and modifying them where the evaluations indicate the need. In times of austerity, programs should be developed that are effective and use scarce resources prudently. The Eight-Year Study of Secondary Education in the Thirties is a useful example of a cooperative effort to improve education while financial support was greatly reduced.

One role of UCEA and its members in the immediate future is to help educational administrators to see that the recession need not be a time of decline in educational quality but an opportunity for improvement. UCEA and its members can stimulate, encourage, and give intellectual and emotional support for positive action.

A second substantive area is to help educational administrators use constructively the educational concerns of the public that are often aroused by special interest groups. For example, the current public concern appears to be with the quality and adequacy of American education in the sciences and mathematics. Clearly it is important for every school to help its students attain significant objectives in each relevant area of scholarship. But the definition of what these objectives should be and for whom, and how much of the school's efforts should be spent on these subjects in relation to the efforts spent on English, the social studies, the arts and other school subjects, need to be carefully worked out. This will not be done unless educational leaders do it. The recently appointed national commission on science and mathematics education seems to assume that a much larger number of young people should be trained as scientists and engineers, yet the Wall Street Journal reports that the demand for engineers has dropped as the economy has grown weaker. President Eisenhower appointed a national commission on scientists and engineers in the late Fifties. A paper prepared by this commission by George Stigler, then at the National Bureau of Economic Research, concluded that the demand in these fields was being adequately met by the increase in salaries paid when the demand was high. Students responded quickly to information about available jobs. The public needs to be reminded that it is not wise to try to stockpile people in the expectation that some day in the future they will be needed. It seems probable that the demand for scientists and engineers will be met with reasonable speed by the availability of attractive jobs.

With regard to the quality of science and mathematics instruction for those persons seeking careers in these fields, the data from the National Assessment of Educational Progress, the comparative data for the International Evaluation of Educational Achievement, and the testimony obtained by the National Science Foundation from college teachers of science, all indicate that these students are well prepared for more advanced work in these fields. The problems of numbers and quality of educational achievements in science and mathematics seem to lie with those students who do not plan to be scientists and engineers and do not discover the relevance of the high school science and mathematics curriculum to their own present experiences and their future plans. Other evidence suggests that the big projects of the 1960's in developing courses and materials in

the sciences and mathematics were guided by the assumption that the high school courses should provide the content needed for the initial education of scientists and mathematicians and that students not planning careers in these fields would, nevertheless, become scientifically literate and thus understand public problems that involve science and technology in a major way.

These courses did not have the desired effect. While students planning careers in science and mathematics were learning more of the content deemed essential or important as initial preparation for specialization, many other students appeared to find these courses irrelevant or uninteresting or too difficult to comprehend. As a result, the proportion of high school students enrolling in science and mathematics courses has declined steadily since the 1960's.

What seems to be required, if the students not specializing in science or mathematics are to become scientifically literate, is the development of a curriculum in which scientists, mathematicians, teachers, and intelligent citizens who are not scientists or mathematicians work together to identify, from the fields of science and mathematics, what knowledge, what skills, what attitudes and interests could become vital resources useful to high school students not planning careers in these fields. Furthermore, the proposed curriculum should be tried out in many places and its effectiveness evaluated. This was the procedure followed by the Commission on the Seconday School Curriculum that assisted the Eight-Year Study. The volumes, Science in General Education and Mathematics in General Education, describe the work at that time.

I have elaborated on one problem confronting administrators by the arousal of public concern over science and mathematics education, because it is current. Unless local schools can assemble relevant information about their own situation, the curriculum may be distorted, to the neglect of other learning equally important. I believe that UCEA and its members should be continually scanning the horizon for the clouds that may become storms of public pressures and identify the kinds of research that should be conducted to provide dependable data that can inform these issues. UCEA and its members should also assemble the relevant concepts and generalizations upon which administrators can draw in presenting an intelligent and informed policy statement in response to the public concern.

I see a significant and constructive future for UCEA, not only because cooperatives are necessary and efficient in the development of a profession as complex and pervasive in modern democratic societies as educational administration, but also because it has the potential of bridging conflicting special interest groups and developing a commitment to the common good rather than the selfish interest of professors and school administrators.

Many organizations of professions that are responsible for serving society become pressure groups devoting major attention to getting for their members what is narrowly viewed as their welfare, their incomes, and their working conditions. Many give scant consideration to, or neglect altogether, the good of the total

society or even the quality of the services provided in the field for which the profession exists. Thus far, in the development of UCEA, this narrow commitment has not emerged, and with the broad base of representation of universities and school systems it seems to me that UCEA can continue to be guided by the overriding concern for serving society by providing quality educational services.

Finally, I am optimistic about the future contributions of UCEA because its activities involve problem-solving rather than the development of force to achieve its goals. We have recently experienced in the United States a period in which forceful protests and the acquisition of power were the chief instruments of change. They may stimulate change, but they alone have rarely, if ever, produced significant improvements in our social institutions. Unless the stimulation arouses competent and constructive professional to work out the structures and the procedures that are necessary for the improved functioning of social institutions, the protests and the exertion of force are fruitless.

However, constructive changes have characterized the progress of American society, largely, I think, because our democratic tradition is based on faith in the intelligence of human beings to identify the serious problems they face, to work out rational solutions, to try them out, and to modify them in the light of experience. This tradition depicts the ideal administrator of public institutions in America as one who does not gain support for a course of action on the basis of the protests he or she can engender or the power he or she can muster, but rather on the ability to get thoughtful, informed decisions and support for them. UCEA is in the main stream of this tradition. UCEA and its members bring to the profession of educational administration a guiding faith in the central role of knowledge and thought in the administration of public services. UCEA's projects involve study and deliberation as the instruments of action, rather than seeking to build power and political preference. UCEA's activities demonstrate the style of educational leadership -- stimulating and encouraging inquiry, discussion of divergent points of view, examination of relevant data, and deliberation that is open and free, in which basic educational purposes are always in mind as evidence is considered in guiding decisions. Such an institution has an important role in the continuing development of the profession, and this is the major basis for my belief in its future.

ABOUT UCEA

The University Council for Educational Administration (UCEA) is a nonprofit corporation whose members are major universities in the United States and Canada. Thirty school districts are affiliated with UCEA.

History

In 1954, members of the Cooperative Program in Educational Administration (Middle Atlantic Region) proposed an organization which would be devoted to improving the professional preparation of educational administrators. To help establish such an organization, a central office with part-time staff was established on the campus of Columbia University, financed by a grant from the W. K. Kellogg Foundation to Teachers College of Columbia.

Between 1956 and 1959, with the help of the staff at the Teachers College office, UCEA's constitution and by-laws were formulated, the organization's purposes were defined, and additional financial support was obtained in the form of a five-year grant from the Kellogg Foundation. The UCEA central office was moved to its present location on the campus of The Ohio State University in 1959 and a small, full-time staff was hired.

Since its inception, the Council has worked to improve the professional preparation of administrative personnel in both continuing education and pre-service programs. UCEA has been a major contributor to:

1. Broadening the content of preparation programs for educational administrators.
2. Extending use of more effective methods of inquiry in educational administration.
3. Shifting educational administration from an anecdotal orientation to a more scientific one, leading to generalizations about organization and leadership.
4. Developing new instructional materials for administrator programs.
5. Fostering exchanges in research and in program development between professors and administrative leaders in the U.S. and their counterparts in other countries.
6. Continuing efforts toward standards of excellence in research and in preparation programs for administrative personnel in educational administration.

More recently, the Council also has focused considerable attention on strengthening relationships between institutions that prepare administrators for service and the school districts and other agencies in which administrators serve. The major means to accomplish this has been the UCEA University and School District Partnership described later in this document.

UCEA GOALS AND ACTIVITIES

UCEA engages in a variety of activities and produces a number of publications and instructional materials. All these activities and products proceed from a basic set of goals sufficiently stable to give the organization identity, yet flexible enough to respond to changing conditions in educational administration.

Goals

Briefly stated, UCEA goals are:

- To advance understanding in all areas relating to educational administration and to enhance the research capability of participating institutions.
- To develop better methods of instruction, new materials, and other approaches to help bring about more effective pre-service and staff development programs for all professionals in educational administration.
- To create more effective pathways and networks for exchanging new understandings and better methods among persons working to advance educational administration.

Program Activities

A representative sample of the many types of activities sponsored by UCEA follows:

- Inter-institutional research projects on such subjects as principalship effectiveness, education policy, and managing resources.
- Articulation of new directions for research and training — for example, in formulating research perspectives, in preparing leaders to anticipate the future, and in establishing criteria for administrator certification.
- Development and testing of training programs for administrators that make effective use of resources in other disciplines — for example, stengthening the humanities in administrator preparation programs.
- Professional renewal opportunities for member institutions — for example, seminars and workshops on subjects such as methods of research, preparing leaders for the future, and coping with the challenges of urban education.
- Involvement of graduate students from member institutions in professional seminars, institutes, and conferences and in research and development projects.
- Creation of new organizations — the UCEA University and School District Partnership and the Inter-American Society for Educational Administration.

Publications

- **Educational Administration Quarterly** (established in 1965), a journal containing conceptual and theoretical articles, research analyses, and reviews of books in educational administration.
- **Educational Administration Abstracts** (established in 1966), a journal produced through the cooperative efforts of UCEA institutions containing brief summaries of articles from approximately 140 professional journals.
- **Journal of Educational Equity and Leadership** (first published in 1980), a periodical devoted to consideration of equity-related educational needs of Hispanics, Blacks, American Indians, Asian-Americans, women, and other groups.
- **UCEA REVIEW**, an in-house periodical that provides up-to-date information on UCEA activities and news from member universities and Partnership school districts.

In addition, UCEA regularly aids in the production and distribution of a wide range of books, monographs, special reports, and other media.

Instructional Materials

UCEA is especially concerned with the need to develop instructional materials that will improve administrator preparation programs. A number of games and simulations have been developed for this purpose, including the "Monroe City" urban simulation, developed and demonstrated in various parts of the U.S. and Canada by more than 180 professors from 40 universities. The most recent UCEA training tool is the Adams Simulation, which contains five simulations of administrative positions in a suburban school district.

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